



GRADE

4

KENTUCKY

K-PREP

Kentucky Performance Rating For Educational Progress



READING SAMPLE ITEMS

Spring 2012

The following are the general guides that will be used to evaluate your responses to short-answer and extended-response questions in this test.

Kentucky Short-Answer Questions General Scoring Guide

Score Point 2

- You complete all components of the question and communicate ideas clearly.
- You demonstrate an understanding of the concepts and/or processes.
- You provide a correct answer using an accurate explanation as support.

Score Point 1

- You provide a partially correct answer to the question and/or address only a portion of the question.
- You demonstrate a partial understanding of the concepts and/or processes.

Score Point 0

- Your answer is totally incorrect or irrelevant.

Blank

- You did not give any answer at all.

Kentucky Extended-Response Questions

General Scoring Guide

Score Point 4

- You complete all important components of the question and communicate ideas clearly.
- You demonstrate in-depth understanding of the relevant concepts and/or processes.
- Where appropriate, you choose more efficient and/or sophisticated processes.
- Where appropriate, you offer insightful interpretations or extensions (generalizations, applications, analogies).

Score Point 3

- You complete most important components of the question and communicate clearly.
- You demonstrate an understanding of major concepts even though you overlook or misunderstand some less-important ideas or details.

Score Point 2

- You complete some important components of the question and communicate those components clearly.
- You demonstrate that there are gaps in your conceptual understanding.

Score Point 1

- You show minimal understanding of the question.
- You address only a small portion of the question.

Score Point 0

- Your answer is totally incorrect or irrelevant.

Blank

- You did not give any answer at all.

Read this passage about a young boy whose interest in birds is rewarded. Then answer the questions that follow.

The Nest of Memories

- 1 Tommy was a true bird-watcher. He could spend hours in his backyard lying on his back looking up toward the trees watching birds flying from branch to branch. He imagined where each bird came from and where each bird was going. He was curious about bird habits and behaviors. He even chose to watch videos about birds rather than watching cartoons. As Tommy's interest in bird-watching grew, he received permission from his parents to join a class offered after school where he could learn more about birds and how to study them further. It was in this class that Tommy learned about how birds build their nests.
- 2 Tommy learned in the bird class that birds build their nests in many different places and with many different materials. He also learned that one way to understand birds better is to watch them build their nests. Tommy wished he could do just that, but he didn't know how that would be possible.
- 3 He looked up in trees as he walked home from school. He walked near a river bed hoping to find a bird's nest in a cliff wall. He inspected the shrubs in front of his house. He even loaded up the bird feeder in his backyard with more seed than usual with the hope that the food would encourage a bird to build its nest near his house. None of this seemed to work, though. Tommy felt discouraged because he couldn't find any nests. He was ready to give up on his hope of observing a bird build its nest.
- 4 Then one morning Tommy spotted something that made his heart start to beat faster. He noticed some movement right outside the window. A bird was building a nest





right on Tommy's window sill! Tommy was overjoyed. He wanted to scream with excitement, but he controlled himself because he did not want to frighten the bird. Not daring to put on his shoes, Tommy ran as quietly and quickly as he could through the house to make sure no one in his family did anything too loudly that day.

- 5 Tommy turned off the lights in his room, gathered his bird-watching books, and inched nearer to his window to watch the bird. By sitting at an angle to the window, Tommy could get right up next to the window and see the bird without scaring it away. All day long, the bird would come and go with nest-building materials. Tommy thought it might be fun to imagine the places the bird visited to find each piece of the nest. The first pieces the bird brought were small, flexible twigs. Tommy envisioned that the bird must have found the twigs in different places around the neighborhood. He imagined the bird visited the nearby park, a few of his friends' houses, and his own backyard.
- 6 After about an hour, the bird had the outside frame of the nest completed.
- 7 Next, the bird began to bring strips of shredded paper. Tommy watched with great interest as the bird carefully wove the strips of paper all through the nest's frame. The bird brought blue, purple, red, and white fragments of paper. Tommy pretended that the bird found the paper in the recycling bin behind his school. He remembered seeing lots of paper in the container at school. He even wondered if some of the paper came from his classroom.
- 8 The next things the bird used were little bits of string. The bird brought string of multiple colors to the nest. Tommy wondered if the bird found the string at the Garcias' house. Mr. and Mrs. Garcia were from Guatemala and used brightly colored string to weave scarves and rugs and belts. He had felt these scarves and rugs, so he knew how strong the woven string could be. Tommy liked thinking about all the places the bird might be traveling to find materials.
- 9 Finally, the bird brought something that surprised Tommy. The bird brought strands of hair! Tommy wondered if the bird had visited Roy's Barbershop, since Roy always swept the scraps of hair into the grass behind his shop. He also thought the bird might have gone to Mrs. Williams's house. Tommy often saw Mrs. Williams cutting her husband's hair on their back porch. Tommy even



wondered if maybe the bird was somehow finding some of his own hair. Tommy liked birds before, but he was even more interested in them now.



- 10 The nest was finally finished, and Tommy was so happy. He couldn't wait to go back to his class to tell everyone about watching the bird bring twigs, paper, string, and hair to build its nest. Tommy was sure of one thing: He was going to continue watching birds. He knew that this up-close opportunity to see the nest completed from start to finish was really special. Since most birds build new nests each time, he decided he would take this nest from the window sill after the birds were finished with it and keep it as a lasting nest-building memory.



1

Why did Tommy not scream with excitement when he saw a bird building a nest on his windowsill?

- A** His parents were napping.
- B** It was the middle of the night.
- C** He did not want to frighten the bird.
- D** He did not want to bother his classmates.

3

Tommy believes the string the bird used for its nest *most likely* came from the Garcias' house because

- A** the Garcias are from Guatemala
- B** birds use string to build nests
- C** the bird brought strings of multiple colors
- D** the Garcias use colored string in their weaving

2

In the third paragraph, which phrase helps the reader understand the meaning of the word *discouraged*?

- A** "He inspected the shrubs in front of his house."
- B** "He was ready to give up . . ."
- C** ". . . he couldn't find any nests"
- D** "He walked near a river bed hoping to find a bird's nest . . ."

4

Why does Tommy believe it is all right to keep the nest?

- A** He knows most birds build new nests each time they lay eggs.
- B** He wants to go back to school to show the nest to his friends.
- C** The bird has finished building the nest after such a long process.
- D** The nest is something really special to see.



5

What information does the reader learn about birds after reading the passage?

- A** Birds prefer to build nests near water.
- B** Most birds build nests in many places using a variety of materials.
- C** Birds only build their nests far from the ground.
- D** Most birds like to use certain hair to build their nests.

6

What is the *best* reason for naming the passage “The Nest of Memories”?

- A** The bird remembered how to build a nest and what materials to use.
- B** The class at school taught Tommy and others about bird behaviors.
- C** Tommy plans to keep the nest to always remember how birds build their nests.
- D** Tommy will help his classmates remember how birds build their nests.



7

Tommy learned that watching birds build their nests is a good way to understand them. How does watching the birds build their nests help Tommy understand birds better?

Rubric	
Score	Description
2	The student's response is detailed and is supported by information from the text.
1	The student's response lacks depth and does not draw on information from the text.
0	The student's response is totally incorrect or irrelevant.
Scoring Notes	

Annotated Student Response

SAMPLE 2-POINT RESPONSE

1. How it helped Tommy understand how birds build their nest was because he "was not sure how they found the objects" I know this because every item that the bird brought Tommy would wonder where it had come from such as in paragraph 9 it said "Finally the bird brought something that surprised Tommy. The bird brought strands of hair. Tommy wondered if he had visited Roy's barber shop so if he wondered he was trying to think that it was brought from there."

ANNOTATION — 2-POINT RESPONSE

The student explain how watching birds build their nests helps Tommy understand birds better (*how birds build their nest...he was not sure how they found the objects*) and supports the explanation with detailed information from the text (*'The bird brought strands of hair. Tommy wondered if he had visited Roy's barber shop'.... it was brought from there*).

Annotated Student Response

SAMPLE 1-POINT RESPONSE

1. He understands the material they use and how they make nests he got to see it from start to finish some places he could get the material from

ANNOTATION — 1-POINT RESPONSE

The student explain how watching birds build their nests helps Tommy understand birds better (*He understands the material they use and how they make nests*), but the response lacks depth and does not draw on specific information from the text.

Annotated Student Response**SAMPLE 0-POINT RESPONSE**

1. Tommy likes watching birds and the reason why he likes watching birds is because he is interested in birds so he always watches birds. Tommy wants to see a bird make a nest in front of him because Tommy is interested in birds so much.

ANNOTATION — 0-POINT RESPONSE

The response is irrelevant (*Tommy likes watching birds...he is interested in birds*). The student does not explain how watching birds build their nests helps Tommy understand birds better



8

Sherlock Holmes was a great detective who solved crimes by noticing clues others missed. After reading “The Nest of Memories,” explain how Tommy is like Sherlock Holmes.

Rubric	
Score	Description
4	The student included both details from the passage and skillfully communicated how the experience affected him. Sentence structure is well-crafted and ideas are thoroughly communicated.
3	The student included some details from the passage and communicated how the experience affected him. Sentence structure is adequate and some ideas are not fully flushed out.
2	The student included limited details from the passage and did not successfully convey how the experience affected him. Sentence structure needs work.
1	The student only partially completed the assignment, leaving out main ideas, or tasks. The student’s sentence structure and grammar is incorrect.
0	The student’s response is totally incorrect or irrelevant.
Scoring Notes	

Annotated Student Response**SAMPLE 4-POINT RESPONSE**

2. Well Tommy liked looking at the bird on his window sill making a nest he would look at it and read bird books, he wanted to scream but he didn't. His mom said let him go to an after school class instead of playing games but he watched bird movies or videos. He even fed the birds more in his bird feeder but he couldn't wait until when he went to school to tell everyone what he saw and when he watched get stuff, the end. And when the bird was making the nest it used flexible twigs, strips of shredded paper, hair and then he used rags and belts. They are alike because they are interested in it and he's a detective because he gets books to read and he stares at the bird build its nest and thinks the bird got ingredients how to make it he thought paper came from the school, the hair came from the Roy's Barbershop, and from the Williams house and his hair.

ANNOTATION — 4-POINT RESPONSE

The student explains how Tommy is like Sherlock Holmes (*he's a detective because he gets books to read and he stares at the bird build it's nest...he thought paper came from the school, the hair came from the Roy's Barbershop, and from the Williams house and his hair*). The student provides details to skillfully communicate how the experience affected Tommy (*looking at the bird on his window sill.... He wanted to scream.... instead of playing games...he watched bird movies or videos.... He couldn't wait until...school to tell everyone what he saw.... when the bird was making the nest it used flexible twigs, strips or shreeded paper, hair...rugs, and belts*).

Annotated Student Response

SAMPLE 3-POINT RESPONSE

2. Tommy is like Sherlock Holmes because he likes to solve mysteries like Sherlock Holmes. Tommy was wondering about where the miteriles are coming from like twigs, paper, hair, and string. He was wondering where the twigs came from he was thinking "the bird visited the nearby parks, a few of his friends' house, and his own back yard." He also thought that where did the bird get the paper "Tommy pretended that the bird found the paper in the recycling bin behind his school." Another thing he wondered is where the bird got the string. "Tommy wondered if the bird found the string at the Garcias' house. Mr. and Mrs. Garcia were from Guatemala and used brightly colored string to weave scarves and rugs and belts." The bird finally found something that surprised Tommy the bird brought hair, and Tommy thought that the hair came from Roy's Barbershop, since he swept hair into the grass behind the shop. The reason Tommy is like Sherlock Holmes is because they both solve mysteries.

ANNOTATION — 3-POINT RESPONSE

The student explains how Tommy is like Sherlock Holmes (*he likes to solve mysteries like Sherlock Holmes*) and provides details to communicate how the experience made him “wonder” (*about where the materials are coming from like twigs, paper, hair and string.... thinking ‘the bird visited the nearby park, a few of his friends’ house and his own back yard....found the paper in the recycling bin behind his school.... found the string at the Garcias’ house’the hair came from Roy’s Barbershop*).

Annotated Student Response**SAMPLE 2-POINT RESPONSE**

2. Tommy is like Sherlock Holmes because he is good at looking for clues. In the story Tommy inspected the shrubs in front of his house. He also tried to bring the birds to him by loading the bird feeder. He also looked near the cliff for clues of birds. Tommy was quiet as he looked for clues on how the bird made its nest without scaring it away. These are ways Tommy is a good detective like Sherlock Holmes.

ANNOTATION — 2-POINT RESPONSE

The student explains how Tommy is like Sherlock Holmes (*Tommy is a good detective like Sherlock Holmes*) and provides limited details from the passage as support (*Tommy inspected the shrubs in front of his house.... tried to bring the birds to him by loading the bird feeder.... looked near the cliff for clues.... was quiet as he looked for clues on how the bird made its nest without scaring it away*).

Annotated Student Response

SAMPLE 1-POINT RESPONSE

2. He Tommy is like Sherlock Holmes because Tommy was like a detective because he was looking for like clues to find a bird to watch it build its nest. In paragraph 10 he was telling about all of the things that the bird had used to make its nest so he is kind of like spying on the bird to find out more about it and how it built its nest. Sherlock Holmes probably would have done the same thing if he was on a mission to find out more about a bird and how it builds its nest.

ANNOTATION — 1-POINT RESPONSE

The student partially explains how Tommy is like Sherlock Holmes (*he was like a detective because he was looking for like clues.... about all of the things that a bird had used to make its nest.... like spying on the bird*).

Annotated Student Response**SAMPLE 0-POINT RESPONSE**

2. He is like Sherlock Holmes because they both love birds and want to see that birds population and all it has to do in life. They both alike because they both love birds and watching birds hatch, build nests and maybe even watching them fly. That's all I know why he is like Sherlock - Holmes.

ANNOTATION — 0-POINT RESPONSE

The student's response is completely incorrect (*They both love birds and love watching birds hatch, build nests and maybe even watching them fly*).

Item Information

Question Number	Item Type	Key	DOK*	KCAS Primary Standard**
1	MC	C	1	RL.4.1
2	MC	B	2	L.4.4.a
3	MC	D	1	RL.4.1
4	MC	A	2	RL.4.3
5	MC	B	2	RL.4.3
6	MC	C	2	RL.4.2
7	SA	NA	3	RL.4.1
8	ER	NA	3	RL.4.9

*DOK is the abbreviation for Depth of Knowledge. Please note that DOK is associated to the complexity level of an assessment item and is not aligned to the standard. Further information regarding DOK can be accessed on the Kentucky Department of Education website: <http://www.education.ky.gov/kde/instructional+resources/curriculum+documents+and+resources/core+content+for+assessment/core+content+for+assessment+4.1/content+specific+core+content+for+assessment+dok+support+materials.htm>.

**Further information regarding Common Core Standards can be accessed on the Common Core website: <http://www.corestandards.org>.